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AUTHOR	Burns, Anne; Joyce, Helen; Gollin, Sandra
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ABSTRACT

The handbook, arising from a research project on adult English-as-a-Second-Language (ESL) teaching, presents ESL teachers with ways to use authentic English as a teaching tool in the classroom. The purpose of this book is to: examine the connections between current theories of spoken discourse analysis and classroom practice; encourage language teachers to consider why using authentic spoken discourse may be beneficial; encourage teachers to investigate their own understandings of language and language use and to explore their roles as discourse analysts; examine some characteristics of natural spoken language and implications for classroom teaching; provide specific guidelines for teachers for collecting, transcribing, and using authentic language data for teaching; and give sample analyses of spoken texts gathered as part of the research project. (Contains 75 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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